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CONTENTS

Directory of the State Department of Education

(Page 32)

What Education Is of Most Worth?

(Page 33)

Departmental Communications

(Page 37)

Interpretations of School Law

(Page 41)

Announcements

(Page 42)

For Your Information

(Page 44)

Significant Facts Concerning California Schools

(Page 45)

Professional Literature

(Page 50)



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What Education Is of Most Worth?

In the December, 1931, number of *California Schools*, was presented a brief discussion of the question, "What Education Is of Most Worth?" In that discussion particular stress was given to the necessity for evaluating educational practices and procedures in terms of economic cost and educational outcomes. In this continuance of consideration of the question, attention will be directed to the problems growing out of a consideration of educational values. The determination of educational values must, of course, depend to a considerable extent upon individual interpretation. Little aid can be secured from the field of science, the problems being such as to require rather a philosophical type of analysis.

The determination of educational values must be made in the last analysis by those for whose benefit the educational system is established. In the actual development of a scheme of values the educator must contribute professionally and without doubt educational systems will continue to be somewhat in advance of the thinking of the mass of people for whose benefit they are designed. Nevertheless, no determination of values can be final without the approval of the people. The educational system which grows at too rapid a pace beyond the ability of the people to understand it, or beyond the ability of educators to interpret it to the people, will meet with severe criticism and with positive setbacks.

The interpretation of educational values must be made in terms of values to society and to the individual being educated. Educational values can not, of course, be permitted to be construed in terms of political expediencies or in terms of the interest of minority groups. To be sure, economic values must have a definite controlling influence upon the fixing of educational values, and school systems which ignore this fact must find themselves subjected to periodic waves of retrenchment and economic curtailment. Educational outcomes can not be evaluated solely in terms of their educational worth. Consideration must be given continuously in the development of educational programs and procedures to social, individual, and economic factors and values, both in the determination of educational outcomes and in the evaluation of educational practice.

Any attempt to answer the question, "What Education Is of Most Worth?" necessitates close scrutiny of each of the fields embraced in the scheme of public education. Understanding of the significance of the question requires a definition of these several fields and the statement of the educational purposes of each. For each of the several generally accepted levels of education—elementary, secondary, higher, and adult and continuation education—as well as for the numerous

specialized fields of education which traverse several or all of these levels, we must establish both general and specific educational purposes and outcomes which not alone will justify the continued maintenance of education on each of these levels, and in each of these fields, but will also afford some basis for determining the individual and relative merits of each. With regard to each of these levels and fields of education a number of general questions must be asked, and in addition scrutiny must be given, within each of these fields, to the procedures and practices provided therein.

In general, we must ask with regard to each of the levels or fields of education: What is the scope of this general phase of education? What are the educational activities which are comprised? What are the general objectives, the immediate and remoter purposes and outcomes? How shall we evaluate this general field in terms of its contribution to the individual and to society? What are the essential phases of educational growth and development which this field should develop in the individual?

On the elementary school level we have fairly well determined the general scope of the educational field involved and have established, with some degree of satisfactoriness, the educational goals or outcomes, in terms of individual and social purposes motivating the educational offerings on this level. We have fairly well determined the relationship between this field and the other fields of education and have come close to defining the essential educational activities embraced therein. We have not, however, given much attention to the necessity for reevaluation of activities and therefore probably are not able fully to justify all of the activities which are commonly carried on, nor can we adequately determine the relative values of the several phases of elementary education. Thus, we can not yet satisfactorily answer such questions as: What is the educational value of separately organized programs for character education, health education, safety education, thrift education, instructions in morals and manners, religious education? Should the social studies be taught with a coordinated group of special subjects such as history, geography, and the like, or as a study of the value of human relationships without specific subject matter delineations? Does supervision of elementary school instruction definitely reprove the character of public learning? If so, may better results be secured through centralized or decentralized administration of the supervisory program? Does departmentalization of instruction yield richer educational results than nondepartmentalization? Does specialization in teacher training and in teaching activity result in greater learning by pupils than the general type of teacher training and generalized instruction? Which of the several schemes of indi-

vidualized instruction and of socialized instruction in the elementary grades secures the best results in higher levels of education? Questions of this type will have to be answered before we can say definitely that we know the relative values of the several educational activities on the elementary level.

In the secondary school level we are far less sure of our ground than we are in the elementary school level. Thus far, there is not even general acceptance of any definition of the scope of the field embraced in this level of education. We can not answer positively whether or not vocational education, including the various phases of professional, semiprofessional, and other types of training for vocational living, should be initiated in the secondary school, or whether the sole vocational responsibility of secondary education lies in the field of guidance. There is still considerable lack of unanimity of acceptance of the junior college as a part of the secondary school level. Even among junior college people there is a strong tendency to emulate the collegiate level of education and to provide educational offerings in terms of the individual specialization and general cultural or "liberal arts" training of the collegiate institutions. The line of demarcation between the elementary and the secondary school level, while in general sharply drawn from the elementary school point of view, seems still to be somewhat undetermined from the point of view of the secondary school level. It would seem clear that the determination of the scope of the field of secondary education and a positive delimitation of the field of responsibility is absolutely essential to any basic consideration of educational values on the secondary school level.

The nature of the adolescent must, of course, in large part determine the nature of secondary education, and variability is undoubtedly to be expected. Nevertheless, no adequate reason seems to be revealed from a scrutiny of the character of the student personnel of the secondary schools for the almost complete lack of uniformity in the character of the educational offerings presented in the secondary schools of the state. Many of the high schools offer nothing beyond the straight college preparatory curriculum of the most academic type, while in other schools a completely cosmopolitan program of education is offered with an extremely complex system of student activities of all types. The variation between these extremes is almost infinite.

In general, it may be said without exaggeration that there is no generally accepted definition of the proper educational activities which should be offered on the secondary school level. In view of this fact, the inference is clear that there is little agreement as to the relative values of the activities which at present find a place in the secondary school programs.

In the field of higher education we do not seem to have much in the way of clearly defined objectives or purposes. The state university is probably an expression of one particular objective, namely, preparation for leadership within the state. In the other higher educational institutions, however, including the teachers colleges, and in the university itself in the development of its lower division, there is a great amount of overlapping of function and therefore objectives involving the teacher training institutions, the university, and the junior colleges. The whole present moot question of regional colleges is but one phase of the general difficulty which has arisen in the field of higher education due to a lack of definition of purposes. The evaluation of these institutions in terms of social and individual purposes is an activity in which the general public must participate to a far larger extent than it has in the past. Moreover, educational leaders must also contribute more definitely than they have to a solution of the problems involved. The factor of cost alone, as it is entailed in this rapidly expanding level of education, must require the determination of the relative values of the several phases of higher education in California, and the development of a general state-wide plan for the coordination of the state's higher educational activities.

Scrutiny of the specific activities within the several types of higher educational institutions is not needed at this time in order to point out the deficiencies and the needs for reorganization and reconstruction. The vital need in this level of education, as to a lesser extent in the secondary education level, is for the development of a coordinated plan for reorganization and for allocation of educational function and responsibility.

"What Education Is of Most Worth?" Each of us who has administrative responsibility for public education must, of course, attempt to answer this question for himself. On the several individual levels of public education the question seems susceptible of answer at present only in the lower or elementary level. The answer to the question in terms of the relative values of the several levels of education is one which must be offered before long in order that we may intelligently decide the extent to which upper secondary and higher education are to be expanded in order to meet the best interests of society in the face of the growing universal demand for complete freedom of educational opportunity on all levels.



Superintendent of Public Instruction

Departmental Communications

Department of Education

V. KERSEY, Director

TRANSPORTATION ACCIDENTS

The California Highway Patrol has reported the following accident to the Department of Education:

A school bus, owned by a certain elementary school district, having a seating capacity of 35 pupils was carrying 65 pupils from the schoolhouse to their homes. The gasoline tank of the bus located under the dash, sprang a leak permitting the escape of gasoline which caught fire. The bus was immediately brought to a stop but the flames blocked the exit and in the attempt of the pupils to escape from the bus through a window one pupil was trampled and suffered a broken arm.

It appears from the official report that the accident and the resultant injury to the pupil were due, first, to a failure to inspect the bus; second, to the overcrowding of the bus; and third, to the lack of an emergency exit in the bus.

This incident should serve to remind all persons who have supervision or control of pupil transportation of the inherent dangers of transportation. Attention is directed to *Department of Education Bulletin, 1932, No. 2, The Regulation of Pupil Transportation*, recently issued and more particularly to section 10, Maximum Load of Vehicles.

THE ADOPTION OF ELEMENTARY MUSIC TEXTBOOKS

A History of the Adoption of Certain Elementary Music Textbooks by the State Board of Education, and proceedings in connection with the securing of such textbooks has been prepared in mimeographed form. A limited number of copies are to be had upon request to the State Department of Education, Sacramento.

Division of Research and Statistics

WALTER E. MORGAN, Chief

TRANSCRIPT OF RECORD

The State Department of Education has agreed, upon request of the Affiliations Committee, to adopt the present University of California "Certificate of Record" form, substantially in its present form, in lieu of Form No. J-46, "Transcript of High School Record," now prescribed by the State Department of Education. The new form will not be employed during the current school year, however, since we already have a considerable supply of Form No. J-46 on hand, and it will be necessary to modify the university form somewhat.

Changes in the definition of high school credit and in the requirements for graduation as at present included in the Rules and Regulations of the State Board of Education, which probably will be effected at the next meeting of the State Board, will also require some additional changes in the instructions to be carried on the new transcript forms. In addition, we plan to have printed, as soon as a tentative agreement concerning the new forms can be reached, sample copies of the new transcript, to be forwarded to all secondary school principals for their criticism and suggestion.

Thus, for the balance of the current school year, this office will continue to supply all requests for Form No. J-46, the *present* State Department of Education Transcript form. The *new* forms will be put into use for the school year 1932-33.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

HIGH SCHOOL TEXTBOOKS

The following textbooks have been listed for use in California high schools since the publication of the January, 1932, number of *California Schools*.

COMMERCIAL SUBJECTS

Business Methods and Office Practice

	Prices
Cadwallader & Rice, Principles of Indexing and New Exchange Filing, 1932-----	Rowe \$0.76 \$0.68

DRAWING

Mechanical Drawing

Woellner & Wittick, General Mechanical Drawing for Beginners, 1932-----	Ginn .90	.84
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ENGLISH**History of English Literature**

Broadus, The Story of English Literature, School Edition, 1931-----	Maemillan	1.57	1.47
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Selections of Prose and Poetry

Brown, Essays of Our Times, 1928-----	Scott	1.60	1.50
Brown, Poetry of Our Times, 1928-----	Scott	1.76	1.65
Lake Edition -----		1.06	.99

FRENCH**Composition**

Parker, French Drill and Composition Book, 1931-----	Heath	.92	.87
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Readers

Meade, Cochran & Eddy, Editors, Sans Famille, 1931-----	Univ. Press	.88	.825
Pollard, Cochran & Eddy, Editors, L'Abbe Constantin, 1931-----	Univ. Press	.88	.825

HISTORY**Ancient History**

Showerman, Rome and the Romans (School Edition), 1931-----	Maemillan	1.92	1.80
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SOCIOLOGY

Towne, Social Problems, Third Revised Edition, 1931 -----	Maemillan	1.34	1.26
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SPANISH**Beginning Spanish**

Sparkman & Castillo, Beginning Spanish, 1931-----	Univ. Press	1.08	----
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Grammar

House & Mapes, The Essentials of Spanish Grammar, 1932-----	Ginn	1.12	1.05
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Readers

Castillo & Sparkman, Primeras Lecturas Espanolas, 1931-----	Univ. Press	.72	.675
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Junior High School Textbooks**ENGLISH****Selections of Prose and Poetry**

Rowland, Lewis & Marshall, The Reading Hour, 1931 -----	Winston	
The Beckoning Road, Book VII-----	.74	.69
Wings of Adventure, Book VIII-----	.77	.72

SCIENCE**General Science**

Weed & Rexcord, Useful Science, 1931----Winston Book I-----	.87	.81
Book II-----	1.18	1.11

NEW PUBLICATIONS**School Code of California, 1931**

The 1931 School Code will be ready for distribution some time in February. This will be mailed free of charge to all city, county, and district superintendents, school principals, school librarians, and members of governing boards. To others the price will be 50 cents each.

A Guide for Teachers of Beginning Non-English Speaking Children

This manual, when received from the publisher, will be sent to city and county superintendents. Others may secure the publication upon request.

Department of Education Bulletin

The following numbers of the *Department of Education Bulletin* are now in process of publication and will be issued on the date indicated:

Bulletin 1932, No. 2, *The Regulation of Pupil Transportation*. January 15, 1932

Bulletin 1932, No. 3, Part I, *Directory of California Secondary Schools*, October 16, 1931. February 1, 1932

Bulletin 1932, No. 3, Part II, *A Drill Book in English Structure for Classes for Foreigners*. February 1, 1932

Bulletin 1932, No. 4, Part I, *Statistics of California City School Districts, 1928-1929, and 1929-1930*. February 15, 1932

Bulletin 1932, No. 4, Part II, *Suggestions for Public Schools Week, April 25 to 30, 1932*. February 15, 1932

Interpretations of School Law

Attorney General's Opinions

DISTRICTS

Contracts—Restricting Bidding

A school district in calling for bids for public work, contracts for which by law must be let to the lowest bidder, can not limit the bidding to persons or firms having places of business in the county in which the school district is situated. (A.G.O. 7842, December 1, 1931.)

Transportation

Attorney General's opinion No. 7250, digested on page 255 of the October, 1930, number of *California Schools*, is determinative of the right of a high school district to contract with an elementary district for the transportation of pupils of the elementary district by the high school district, and Attorney General's opinion No. 7836, digested on page 15 of the January, 1932, number of *California Schools*, should be disregarded.

(*Letter from Attorney General dated December 30, 1931*).

PUPILS

Attendance

Under School Code sections 3.301, 3.306, and 3.309, a high school district is not compelled to accept a pupil living in another high school district in the same county until terms have been agreed upon by the governing boards of the two high school districts or prescribed by the county superintendent of schools. In the event of the failure of the two governing boards concerned to agree, it is mandatory upon the county superintendent of schools to fix the terms. (A.G.O. 7857, December 16, 1931.)

Attendance From Mexico

The governing board of a school district must prohibit alien Mexican children residing in Mexico from attending the schools of the district. (A.G.O. 7863, December 16, 1931.)

Announcements

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

The new system of admitting students to the University of California, which was adopted at the request of high school principals throughout the state, appears to have accomplished its purpose, according to a report by the University Board of Admissions to the Academic Senate. The new system which takes into account only the student's record of preparation and scholarship while in high school, apparently works without injustice to any student.

The university, as a means of simplifying its entrance requirements for high school graduates entering as freshmen, has just ruled that eight units instead of ten units of A or B grade will be required among the fifteen units submitted by the student.

In the past the student has been required to submit eight units of A or B grade among ten units of specific preparatory subjects, and two additional A or B grades among five units of unrestricted elective subjects.

The admission authorities have found that in practically every case students who were able to gain eight units of grade A or B in the required subjects were also able to present two units of grade A or B in the subjects which they took by choice. Because of this, the additional requirement has been removed, and will not be asked beginning with January, 1932.

The subject requirements will remain the same: one unit of history; three units of English; two units of elementary algebra and plane geometry; one unit of third or fourth year laboratory chemistry, physics, biology, zoology, botany, or physiology; two units of some one foreign language; and one unit of advanced mathematics, or extra chemistry or physics not offered above. One additional foreign language unit may be offered in place of this last if the language is the same as offered above. If it is a different language, two units must be submitted. This list completes the ten units of required subjects of which eight must be A or B grade.

For the remaining five units (or four if the above list contains two units of foreign language in place of one unit of advanced mathematics) the grades may be A, B, or C. No grades of lower than C are acceptable for any of the fifteen units, elective or required.

Students who graduated from high school prior to March 1, 1931, may still gain admission on the basis of principals' recommendations. Those graduating since are included under the new regulations which went into effect in August, 1931. The new regulations do not require a principal's recommendation but only the presentation of a certified copy of the student's high school record.

Students unable to qualify for entrance on the basis of their high school record may do so by removing deficiencies or demonstrating their comprehension of the required subjects in College Entrance Board examinations.

REGIONAL CONFERENCE OF THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS

The regional conference of the World Federation of Education Associations will be held July 25-30, 1932, at Honolulu, Hawaii. The conference will deal with such subjects as the Dual Language Problem, Modern Educational Problems in the Oriental Setting, Vocational Education, Health Education, and Adult Education.

The Hawaiian Islands offer an interesting setting for a conference of this nature. In reality, the Islands constitute a laboratory wherein life problems of a complex social nature are being worked out. The educational system is modern in its organization, instruction, and material equipment. Careful attention is given to school health, industrial forms of education, visual instruction, and progressive types of education.

Dr. Paul Monroe, President of the World Federation of Education Associations, states that American teachers who plan to attend the National Education Association meeting at Atlantic City, June 26-July 1, 1932, will have ample time to reach the Hawaiian Islands before the regional conference of the World Federation begins.

The cost of the round trip car fare and steamship, including meals, Pullman fare, and the ten days on the Islands, will be about \$450 from the Atlantic coast with corresponding reductions for points west.

For information concerning the program, address the president, Dr. Paul Monroe, 525 West 120th Street, New York, N. Y.

For travel information, accommodations and general arrangements, write to the Secretary-General, Augustus O. Thomas, 1201 Sixteenth Street, Washington, D. C.

VACATION STUDY IN NATIONAL PARKS

The San Francisco Club of Science Teachers has developed a course in field science for high school students to be given in national parks during the summer vacation. The course offers students an opportunity to study the processes of nature in normal setting, attempts to arouse an interest in outdoor activities, and provides an environment for the development of physical hardihood.

The authorities of the National Park Service have set aside Camp Nine, an attractive area in Yosemite National Park for use of this group.

Further information concerning this summer course may be had by writing Mr. A. Schwartz, President, San Francisco Science Teachers Club, 473 Ramsell Street, San Francisco.

For Your Information

THE CALIFORNIA PARENT-TEACHER

The January, 1932, number of *The California Parent-Teacher*, published monthly in the interests of child welfare by the California Congress of Parents and Teachers, contains several interesting and instructive articles concerning the various phases of education in California by outstanding persons in the field. Radio education, rural education, agricultural education, guidance, and the status of the foreign child in the schools are among the subjects discussed in this number.

RADIO

The American School of the Air broadcasting an educational program over the Columbia System presents the following programs for February, 1932, from 2.30 to 3 p.m., eastern standard time, on the dates indicated:

- February
1. Hatasu (history drama) for upper grades and high school.
 2. Famous German masters (geography and music) for upper grades and high school.
 3. Legend of the Wooden Horse (literature drama) for grades five and six.
 4. Men's and Women's Voices (intermediate music) for grades five and six. "The Surface of the Earth" (elementary science).
 5. The Navy (vocational guidance) for high school.
 6. Herodotus (history drama) for upper grades and high school.
 7. The People Who Make up the United States (geography and music) for upper grades and high school.
 10. Poems by Edwin Markham (literature appreciation) for grades five and six.
 11. Foreign Children (primary music). Dorothy Gordon. "The Enchanted Frog" (children's play).
 12. Foreign Trade (vocational guidance) for high schools. Assistant Secretary of Commerce Klein.
 15. Archimedes (history drama) for upper grades and high school.
 16. American Composers (geography and music) for upper grades and high school.
 17. Hiawatha (literature drama) for grades five and six.
 18. The Nutcracker Suite (orchestra and intermediate music) for grades five and six. "Wrapped in a Blanket of Air" (elementary science) for grades five and six.
 19. Domestic Science (vocational guidance) for high school. Marie Sellers of General Foods.
 22. Justinian, the Great (history and drama) for upper grades and high school.
 23. American Life Told in Music (geography and music) for upper grades and high school.
 24. Portrait of George Washington (art appreciation) for junior and senior high school. Henry Turner Bailey.
 25. Music Can Speak (primary music) "Dick Whittington" (children's play).
 26. Nursing (vocational guidance) for high school. Janet M. Geister, R. N. American Nurses Association.

Significant Facts Concerning California Schools

GRADE-PROGRESS OF PUPILS ENROLLED IN GRADES ONE TO EIGHT IN ELEMENTARY AND JUNIOR HIGH SCHOOLS

A public school system should be organized and administered so as to provide for the smooth, continuous, and normal progress of every pupil. The promotion of pupils from grade to grade is one of the oldest problems which continues to confront every teacher, supervisor, and school administrator. In spite of this fact, it is only within recent years that any concerted effort has been made to cope effectively with this important problem.

In the Ninth Yearbook of the Department of Superintendence, solutions for pupil-promotion problems are recognized as one of the five unifying factors in American education. On pages 18 to 22 of this yearbook the Committee on Promotion Problems of the National Articulation Commission presents a statement of six principles which should be considered by every school official charged with the responsibility of promoting pupils. It is cautioned that the problem can not be satisfactorily settled on the basis of any one of them. Rather, it is essential that the six principles stated below should be considered as a unit.

- A. Promotion should be decided on the basis of the individual pupil.
- B. Promotion should be on the basis of many factors. The final decision as to whether a particular pupil should be promoted should rest not merely on academic accomplishment, but on what will result in the greatest good to the all-around development of the individual.
- C. In order that promotion procedures may be more or less uniform throughout a particular school system, a definite set of factors should be agreed upon, which each teacher will take into consideration in forming his judgment as to whether or not a particular pupil should be promoted.
- D. Criteria for promotion must take into consideration the curriculum offerings of the next higher grade or unit and the flexibility of its organization, its courses of study, and its methods.
- E. It is the duty of the next higher grade or unit to accept pupils who are properly promoted to it from the lower grade or unit and to adapt its work to fit the needs of these pupils.
- F. Promotion procedures demand continuous analysis and study of cumulative pupil case history records in order that refinement of procedure may result and guesswork and conjecture be reduced to a minimum.

The Division of Research and Statistics of the State Department of Education has recently prepared a study which deals with the progress of pupils through the elementary school grades in California. The study is based upon data taken from the report of acceleration and retardation of pupils filed with this division during March, 1930, by the several county superintendents of schools.

Table No. 1 presents the number and percentage of pupils in each elementary school half-grade completing the work of more than one half-grade during either half of the school year. It is significant to note the appreciable trend evidenced by the increased number and percentage of pupils who complete more than one half-grade during either half year as we proceed from the first to the eighth grade. Pupils who are attending the first and second grades experience many difficulties which tend to hinder their progress. Because of this fact we also find, in Table No. 2, that the greatest number and percentage of pupils who repeat grades are found in the first and second grades. In summary, it may be stated that 1.8 per cent of the boys and 2 per cent of the girls enrolled in elementary school grades complete more than one half-grade during either half of the school year.

Pupils who are required to repeat grades constitute serious difficulties to every elementary school principal. The adjustment of backward pupils to school conditions which are ordinarily planned for normal children gives rise to the bulk of school disciplinary problems. Regular promotion of pupils when it is accomplished in accordance with the general principles stated above tends to insure satisfactory school environments. The number and percentage of pupils in each elementary school half-grade repeating work of half-grade are presented in Table No. 2. In the first grade, 20.2 per cent of the boys and 16.2 per cent of the girls repeat school work. Only 4.2 per cent of the boys and 2.2 per cent of the girls in the eighth grade are required to repeat school work.

The data presented in Table No. 3 indicate that during the past five-year period the number of pupils who have been allowed to skip grades, as well as the number who have been required to repeat school work, has decreased. Such a trend is indicative of a general change in administrative procedure relative to pupil promotion.

TABLE No. 1

Number and Percentage of Pupils in Each Elementary School Half-grade Completing Work of More Than One-half Grade During Either Half of the School Year, by Grade and Sex, as of March 1, 1930

Grade	Boys		Girls		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
In elementary schools—						
Low 1.....	98	.4	74	.3	172	.4
High 1.....	275	.8	300	.9	575	.8
Total, grade 1.....	373	.6	374	.7	747	.6
Low 2.....	302	1.8	311	2.1	613	1.9
High 2.....	480	1.5	639	2.1	1,119	1.8
Total, grade 2.....	782	1.6	950	2.1	1,732	1.8
Low 3.....	524	3.2	661	4.3	1,185	3.7
High 3.....	539	1.7	595	1.9	1,134	1.8
Total, grade 3.....	1,063	2.2	1,256	2.7	2,319	2.4
Low 4.....	441	2.9	508	3.5	949	3.1
High 4.....	526	1.8	502	1.7	1,028	1.8
Total, grade 4.....	967	2.1	1,010	2.3	1,977	2.2
Low 5.....	456	3.2	431	3.1	887	3.2
High 5.....	443	1.6	355	1.3	798	1.5
Total, grade 5.....	899	2.1	786	2.0	1,685	2.1
Low 6.....	426	3.3	340	2.8	766	3.1
High 6.....	491	1.8	454	1.7	945	1.8
Total, grade 6.....	917	2.3	794	2.1	1,711	2.2
Low 7.....	164	3.0	180	3.7	344	3.3
High 7.....	277	1.8	234	1.6	511	1.7
Total, grade 7.....	441	2.1	414	2.1	855	2.1
Low 8.....	129	2.8	113	2.8	242	2.8
High 8.....	284	1.9	252	1.8	536	1.9
Total, grade 8.....	413	2.1	365	2.0	778	2.1
In junior high schools—						
Low 7.....	175	2.2	125	1.7	300	1.9
High 7.....	196	1.8	207	1.9	403	1.8
Total, grade 7.....	371	1.9	332	1.8	703	1.9
Low 8.....	214	2.9	203	2.9	417	2.9
High 8.....	277	2.6	279	2.6	556	2.6
Total, grade 8.....	491	2.7	482	2.7	973	2.7
Grades 7 and 8 in elementary and junior high schools—						
Low 7.....	339	2.5	305	2.5	644	2.5
High 7.....	473	1.8	441	1.7	914	1.8
Total, grade 7.....	812	2.0	746	2.0	1,558	2.0
Low 8.....	343	2.9	316	2.9	659	2.9
High 8.....	561	2.2	531	2.1	1,092	2.2
Total, grade 8.....	904	2.4	847	2.3	1,751	2.4
Totals, grades 1 to 8 in elementary and junior high schools—						
Totals, grades 1 to 3, inc....	2,218	1.4	2,580	1.8	4,798	1.6
Totals, grades 4 to 6, inc....	2,783	2.2	2,590	2.1	5,373	2.2
Totals, grades 7 and 8:						
In elementary schools.....	854	2.1	779	2.1	1,633	2.1
In junior high schools.....	862	2.3	814	2.3	1,676	2.3
Totals, grades 7 and 8....	1,716	2.2	1,593	2.2	3,309	2.2
Totals, grades 1 to 8, inc....	6,717	1.8	6,763	2.0	13,480	1.9

TABLE No. 2

**Number and Percentage of Pupils in Each Elementary School Half-grade Repeating Work of Half-grade,
by Grade and Sex, as of March 1, 1930**

Grade	Boys		Girls		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
In elementary schools—						
Low 1.....	7,373	28.2	5,474	24.2	12,847	26.3
High 1.....	5,195	14.5	3,457	10.6	8,652	12.6
Total, grade 1.....	12,568	20.2	8,931	16.2	21,499	18.3
Low 2.....	2,355	13.8	1,439	9.8	3,794	12.0
High 2.....	2,857	8.9	1,728	5.8	4,585	7.4
Total, grade 2.....	5,212	10.6	3,167	7.1	8,379	8.9
Low 3.....	1,615	9.8	1,090	7.0	2,705	8.4
High 3.....	2,025	6.3	1,449	4.7	3,474	5.5
Total, grade 3.....	3,640	7.5	2,539	5.5	6,179	6.5
Low 4.....	1,261	8.2	841	5.7	2,102	7.0
High 4.....	1,477	5.0	1,106	3.8	2,583	4.4
Total, grade 4.....	2,738	6.1	1,947	4.5	4,685	5.3
Low 5.....	1,038	7.2	672	4.9	1,710	6.1
High 5.....	1,140	4.1	792	3.0	1,932	3.6
Total, grade 5.....	2,178	5.2	1,464	3.7	3,642	4.4
Low 6.....	597	4.6	427	3.5	1,024	4.1
High 6.....	707	2.6	481	1.8	1,188	2.2
Total, grade 6.....	1,304	3.2	908	2.4	2,212	2.8
Low 7.....	378	6.8	201	4.1	579	5.6
High 7.....	474	3.1	275	1.9	749	2.5
Total, grade 7.....	852	4.1	476	2.4	1,328	3.3
Low 8.....	276	5.9	114	2.8	390	4.5
High 8.....	271	1.9	148	1.0	419	1.4
Total, grade 8.....	547	2.8	262	1.4	809	2.1
In junior high schools—						
Low 7.....	267	3.4	153	2.0	420	2.7
High 7.....	459	4.1	285	2.6	744	3.4
Total, grade 7.....	726	3.8	438	2.4	1,164	3.1
Low 8.....	433	5.9	188	2.7	621	4.4
High 8.....	589	5.4	330	3.1	919	4.3
Total, grade 8.....	1,022	5.6	518	2.9	1,540	4.3
Grades 7 and 8 in elementary and junior high schools—						
Low 7.....	645	4.8	354	2.9	999	3.9
High 7.....	933	3.5	560	2.2	1,493	2.9
Total, grade 7.....	1,578	3.9	914	2.4	2,492	3.2
Low 8.....	709	5.9	302	2.7	1,011	4.4
High 8.....	860	3.4	478	1.9	1,338	2.6
Total, grade 8.....	1,569	4.2	780	2.2	2,349	3.2
Totals, grades 1 to 8 in elementary and junior high schools—						
Totals, grades 1 to 3, inc.	21,420	13.4	14,637	10.0	36,057	11.8
Totals, grades 4 to 6, inc.	6,220	4.9	4,319	3.5	10,539	4.2
Totals, grades 7 and 8:						
In elementary schools.....	1,399	3.5	738	2.0	2,137	2.7
In junior high schools.....	1,748	4.7	956	2.6	2,704	3.7
Totals, grades 7 and 8.....	3,147	4.1	1,694	2.3	4,841	3.2
Totals, grades 1 to 8, inc.	30,787	8.4	20,650	6.0	51,437	7.3

TABLE No. 3
Grade-Progress of Pupils in Elementary School Grades, 1925-1930

Date	Pupils who complete more than one-half grade either half year		Pupils who repeat half grade	
	Number	Per cent	Number	Per cent
March 1, 1925	15,138	2.6	53,583	8.9
March 1, 1926	14,738	2.4	50,600	8.2
March 1, 1927	15,147	2.3	49,662	7.7
March 1, 1930 ¹	13,480	1.9	51,437	7.3

¹ Since 1927, the acceleration and retardation of pupils has been reported triennially instead of annually.

Professional Literature

REVIEWS

LEO J. BRUECKNER AND ERNEST O. MELBY. *Diagnostic and Remedial Teaching*. Cambridge: Houghton Mifflin Company, 1931. xviii + 598 pp.

The modern test and measurement movement in education, which has revealed wide differences in the abilities and accomplishments of pupils, has forcibly directed the attention of educators to the necessity of adapting educational programs to the capacities, interests, and needs of individual pupils, and has profoundly influenced the nature of instruction and supervision. Many volumes dealing with tests and measurements have appeared during the past fifteen years. The majority of these have emphasized the nature and interpretation of standard intelligence or achievement tests but have given but scant attention to diagnostic tests and their use in the improvement of instruction. Most of the books have been written primarily as textbooks for courses in tests and measurements or for experts or directors of test programs rather than for the classroom teacher.

The present volume is written for the teacher rather than for the specialist. The authors have endeavored to show how tests and measurements may be used as instruments by the average classroom teacher for making instruction more purposeful and more effective. Illustrations abound to show how teaching methods based more or less on guess work and aimed at large groups of pupils may be changed to scientific procedures designed to meet the individual differences to be found among children.

The volume starts with a review of evidences and causes of maladjustment of pupils and proceeds to a discussion of the more common approaches to the solution of the problem connected with adapting instruction to individual differences. Then follow two chapters dealing in a comprehensive manner with the "Nature and Functions of Standard Educational Tests" and "The Interpretation and Use of Test Results." From this point the authors proceed with a detailed description of the nature and techniques of educational diagnosis, devoting separate chapters to diagnostic and remedial teaching in arithmetic, reading, language, spelling, social studies, character education, and health education. The chapter dealing with the fields just enumerated form a complete treatment of the typical causes of difficulty, the various diagnostic methods which may be employed to locate difficulties, and the types of remedial treatment which have proved successful in practice. Descriptions of various tests and their use are furnished to illustrate the methods described.

There has been a real need for just such a book as this. In it have been brought together in a single volume materials from a multitude of sources resulting in a complete and comprehensive treatment of the many phases of diagnostic and remedial teaching. Perhaps its chief contribution lies in the fact that it directs the attention of the teacher to a realization of how modern tools developed in the scientific study of education, the use of which is based on the emphasis that the newer philosophy of education places on the growth and development of the individual child, may be brought to bear upon the everyday problems of the classroom.

This book is in reality a complete teachers' guide to the use of diagnostic tests and methods of remedial instruction. It should prove most helpful to all elementary teachers, supervisors, and principals in their endeavor to adapt instruction to meet the needs of the individual pupil.

IVAN R. WATERMAN

Education on the Air—Second Yearbook of the Institute for Education by Radio. Edited by Josephine H. MacLatchy. 1931: Ohio State University, Columbus, Ohio. viii + 301 pp.

Hundreds are watching with interest the development of education by radio. What progress is being made? Is this type of instruction to find a permanent place in our educational system?

The progress made in radio education was comprehensively reviewed at the Second Institute for Education by Radio held at the Ohio State University. The papers, presented at the institute, with pertinent discussions, form the content for the Second Yearbook of the Institute.

In the Foreword, President G. W. Rightmire of Ohio State University, recognizes that "the present-day opinions about radio education are not conclusive" but concludes that "education by radio is getting somewhere and may be out in the open soon."

The papers presented were built around seven themes, namely: I. National Aspects of Education by Radio; II. Organization of Radio Education; III. Activities of College Stations; IV. Radio in the Schoolroom; V. Technical Aspects of Radio; VI. Investigation in Radio Education; VII. Presenting Chain Programs.

Under the subject, National Aspects of Education by Radio, Mr. Joy Elmer Morgan, Chairman of the National Committee on Education by Radio, discusses the reasons for the formation of the National Committee and tells of the services the Committee may render, namely: 1. Save or recover for the use of education a fair share of radio broadcasting frequencies; 2. Disseminate information pertaining to radio programs; 3. Promote research in education by radio; 4. Conduct experiments in education by radio; 5. Organize and coordinate efforts in the field.

The Honorable Harold A. Lafount, member of the Federal Radio Commission, discusses the difficulties encountered by the Commission in the allocation of broadcasting frequencies, explaining how allocations have been made, and defends the stand taken by the Commission. The discussion following Mr. Lafount's talk brings out the many difficulties encountered by educational stations in obtaining adequate time on the air.

Mr. Armstrong Perry, Specialist in Education by Radio, United States Office of Education, discusses the difficulties the college stations have had in securing adequate assignments of time for their stations and the tendency toward a monopolistic control of radio broadcasting by commercial companies.

Levering Tyson, Director of the National Advisory Council on Radio Education, discusses the problems of community organization for education by radio, pointing out the difficulties involved in national and community broadcasting. He submits the view that much experimentation must be done before accurate answers can be given in regard to how radio can be used most advantageously for educational purposes. He also recognizes that it may have decided limitations in its possibilities. He says, "It is entirely possible, for example, that after careful study and development, the talking picture will come to be a more economical and effective teaching instrumentality for schools than radio." He explains the Area Council System used in Great Britain and suggests that a similar method would assist greatly in solving the problem in the United States.

The liaison difficulties of the schools of the air are presented by B. H. Barrow who points out the many relationships that must be maintained satisfactorily for effective use of radio in instruction.

What colleges are doing in education by radio is presented by representatives of several colleges offering this type of instruction. It is pointed out that the farmers have been benefited greatly by many college stations broadcasting market and business data as well as technical farm information. This seems to be a fertile field for effective service in education by radio.

Experiments in conducting classroom instruction by radio makes up the fourth section of the yearbook. Wm. John Cooper, United States Commissioner of Education, in pointing out the educational functions of radio, says: "The radio will supplement, but never displace, the classroom teacher. Education is something to be achieved, not something that can be given to one. Accordingly, it requires activity rather than passivity, and radio tends to passivity." He discusses the many ways in which radio may contribute to the educational process.

Education by radio is discussed by G. P. Drueck, Principal of the Marquette School of Chicago, who explains how education by radio developed in the Chicago schools and the methods used in broadcasting educational programs.

Ida M. Baker, who has been conducting an experiment in the teaching of arithmetic by radio in the Cleveland schools, tells how this experiment was conducted and the results. "It is possible to teach arithmetic by the radio in such a manner that the learning process, as well as the learning material, is controlled and directed by the person at the microphone." She says further, "One of the major values of this method of teaching is the interest developed by parents in present day classroom procedures. About 12 per cent of the parents have taken

every radio lesson." The use of the Damrosch concerts is one of the features by which the Ohio School of the Air is rapidly vitalizing school work.

Margaret Harrison of Teachers College, Columbia University, explains how schools may use many radio programs not designed specifically for a school audience. To attain the objectives as set forth in the cardinal objectives she contends "a teacher must make use of every activity, every tool, and every source of information lying within the reach of her pupils." Radio is only one tool of this educative process.

W. S. Hendrix of Ohio State University, reports on an experiment in teaching foreign languages by radio. "We are confident that we have devised the right technique for the presentation of elementary language. In the future one teacher will talk to hundreds of students by radio, giving them the benefit of instruction by a highly trained specialist in languages, a benefit not now possible in many high schools because of the expense involved."

Many other interesting developments in education by radio are touched upon, such as the contribution of television to education, the evaluation of schools of the air, the vocabulary level for radio addresses, and the contribution of broadcasting to agriculture.

This yearbook, undoubtedly, is the best contribution on education by radio published to date.

IRA W. KIBBY

Careers, Monographs published by The Institute for Research, Illinois: 1931.

What are the requirements and opportunities in the various careers? A complete and reliable answer to this question as it relates to professional and semiprofessional pursuits, based upon scientific research, is to be found in the monographs entitled *Careers*, published by the Institute for Research, Chicago, Illinois.

The importance of guidance in all its aspects, educational, social, and vocational, is generally conceded. The need for materials which are specifically designed to enhance the effectiveness of guidance is very definitely recognized. Two factors, the importance of guidance and the need for practical materials, induced men with vision and the pioneering spirit to organize the Institute for Research, the activities of which are directed to the production of monographs, each of which is based on research. The character of the work of this institute may be readily inferred from the personnel of its editorial board which consists of individuals of recognized leadership in secondary education, in higher education, in vocational education, and in guidance.

Already the institute has produced fifty-two monographs. One of them, for instance, is a fourteen-page booklet, entitled *Librarianship as a Career*. It opens with an appropriate and interesting background and then proceeds to discuss the following: 1. Preparation for librarianship; 2. Compensation; 3. Work requirement; 4. Advantages; 5. Disadvantages.

Some of the facts included under the above-named five captions are these:

Education should be as well rounded and as extensive as possible. Four years of college, followed by at least one or two years of professional training at an accredited library school, is the surest foundation for library work, especially if one aspires to the higher and better paid positions. There are eighteen library schools in the United States accredited by the Board of Education for Librarianship of the American Library Association, and five others which have been provisionally accredited.

The usual beginning salary of a graduate of an accredited library schools is \$1,500 a year which, after two or three years of successful service is increased to \$1,800 or \$2,000. Those who have had a complete college education in addition to their special library training command larger salaries. The higher executive and administrative positions pay from \$2,500 to \$3,000 as a rule, sometimes as high as \$5,000. Head librarians of large public libraries and university libraries receive from \$4,000 to \$10,000, and in a few instances even a larger salary.

Nearly 90 per cent of the total number of librarians are women. The opportunity in library work for men possessing the requisite and special qualifications is promising.

Librarianship is a broad profession and in its higher ranges demands business ability and administrative skill as well as book knowledge.

Library work is strikingly the same whether carried on in the highly specialized departments of the large library, the special library, or the small public library. Book selection, book ordering, classification, cataloging, reference, and business and

administration are all parts of the work of every library, large or small, general or specialized. The training of the librarian must include work in all these departments.

Along with the attractive phases of library work there is much, of course, that is dull routine.

The salaries paid are not high but compare favorably with educational work in high school and college, with social work, and with other occupations requiring like qualifications.

The positions in the public employment are, or tend to become, subject to civil service examinations both for entrance and for promotion.

This discussion of the scope of the work of a librarian is illustrative of the treatment given to other careers in these monographs.

This study of careers should prove of value in connection with the guidance courses offered in high schools and junior colleges, and would constitute a valuable addition to secondary school libraries.

The quality of paper, the make-up, the illustrations and the size of each monograph contribute to an attractive, informative, and useful booklet.

The cost to schools of the fifty-two monographs which are now available is \$39.50. Additional copies of the monographs may be purchased in lots of 200 or more at the rate of 25 cents per copy. The cost of a single copy is 75 cents.

NICHOLAS RICCIARDI.

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